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During the first year of the program, consultants participated in pre-service and in-service training, and they were assigned to junior high schools and elementary schools. Fifth, sixth and seventh grade students were included in the program. During the current year, which is the second, several steps have been implemented. The fourth and eighth grades have been added to the program. There is some grouping across grade levels. An ABCD Program specialist will begin monitoring the Program in the Spring. A more extensive in-service training program for reading consultants is being designed emphasizing skills needed to use new materials and to alleviate the problems of the culturally disadvantaged. Time should be provided for teachers and consultants to review problems and plan improvements. All children were tested for reading and grade placement. They were tested for evaluation purposes before and after the first year, and the data is being analyzed. In the future, tests will be administered by Boston public school teachers, collected and scored by ABCD personnel. This change is due to the large increase in the students in the program.

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PROGRESS REPORT ON DEVELOPMENTAL READING PROGRAM

April, 1965

INTRODUCTION

The attached program and research design and the monitoring procedures for the Developmental Reading Program have been approved by the Boston School Department and by Action for Boston Community Development.

As of the last report to the Ford Foundation in August, 1964, the status of the program was as follows: The first year of the program had been completed. During that year, the consultants had participated in pre-service and in-service training, and the program was being implemented with 5th and 6th grade students in three elementary school districts, and 7th grade students in three Junior High Schools. One consultant was assigned to each elementary district; two consultants were assigned to one Jr. High School; and one consultant was assigned to each of the two remaining junior high schools. Both experimental and control groups students were pre- and post-tested in February and June to determine the effects of the program.

During the current school year, which has been designated as the second year of the program, the following steps were scheduled:

1. The addition of the fourth grades in the elementary school districts and the eighth grades in the junior high schools
2. The use of homogeneous grouping for grades 4-6 and 7 & 8
3. The addition of a third reading consultant to the junior high school which had two consultants during the first year
4. A continuation of in-service training for the consultants
5. The addition of an ABCD Program Specialist to finalize the design and monitor the program
6. Pre- and post-testing of experimental and control schools for the second year.

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CURRENT OPERATIONS

The implementation of these steps is as follows:

1. The fourth grades in the elementary schools and the eighth grades in the junior high schools have been added to the program.
2. In some elementary schools there is grouping across grade levels for reading. In others there is no cross grade grouping. These schools will be compared in a sub-study to determine the efficacy of cross grade grouping. Due to the large numbers of students and the difficulties in scheduling, the junior high school students are not grouped across grade level.
3. The additional junior high school consultant is assigned to a junior high that previously had one consultant, so that now there are two junior high schools with two consultants each, rather than one school with three and the others with one each.

   This change was necessary because of an increase in population in the junior high school with one consultant and a population decrease in the junior high with two consultants. It was also felt that the school with the increasing population was in greater need of the demonstration program.
4. The ABCD Program Specialist was hired in September, 1964. Monitoring of the program will begin this spring in accordance with the approved procedures.
5. The in-service training consists of monthly meetings of Reading Consultants and the Coordinator of School Department-ABCD Programs. Some of these meetings have been attended by ABCD's Program Specialist.

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By joint agreement, ABCD and the School Department are working on the design of a more extensive in-service training program for the Reading Consultants. This program will focus on the skills required for effective use of the methods, materials and equipment designed for this program; on the life and learning difficulties of culturally disadvantaged children; on the sociology of the school; and on the nature and problems of a Reading Consultant's role in an urban school system. Specific attention will be devoted to the provision of regularly scheduled times before, during and after the normal school day when the Reading Consultant and each of his assigned teachers are able systematically to review problems in implementing the program design and to plan improvements, particularly in methods of teaching reading in the content areas.

6. The same experimental and control schools are being used for the 1964-65 demonstration of the program as were used for the 1963-64 demonstration session. There are three elementary districts and three junior high school included in the program population. There are six elementary school districts and three junior high schools in the control population. This year, as specified in the program-research design, grades four and eight were added to the program. Thus, the grades included in the 1964-65 demonstrations are: fourth, fifth, and sixth on the elementary level and seventh and eighth on the junior high level. The number of years exposed to the program varies by grade level - e.g. the sixth, seventh and eighth grade children have been exposed

to the program for one and a half years, while the fourth and fifth grade children will only have been exposed one year by June, 1965. This varying amount of exposure will be considered when the June, 1965 analysis is made.

7. All the children in the experimental and control schools were tested in June, 1964 for reading grade placement in September, 1965. During the latter part of August and the first weeks in September of 1964 all of the June tests were scored and print-outs with the name of the school and the child, the grade, and the three reading scores were run off. These print-outs were distributed to each of the reading consultants to be used for grouping the classes homogeneously.

The table below gives the means for the experimental and control schools in their September, 1964 classes on the basis of the tests administered in June, 1964. No statistical analysis of significance of difference between these means has been made*, but the control and experimental means appear to be quite similar from inspection.

Description of Experimental and Control Groups by the California Reading Achievement Test Administered in June of 1964.

	EXPERIMENTAL		CONTROL	
Grade	N	Mean	N	Mean
4	383	3.50	580	3.32
5	414	3.95	532	4.06
6	373	5.18	499	5.20
7	336	5.85	578	5.78
8	585	6.85	923	7.12

*These scores describe the entire population tested in June, 1964. In the final analysis of the program impact, only those children who took the California tests in both June of 1964 and 1965 will be retained.

EVALUATION ACTIVITIES

8. The pre-testing for 1963-1964 phase of the program was completed in February of 1964 and the post-testing in June of 1964. As mentioned earlier the June tests were scored and returned to the schools in September of 1964. The February tests were scored in the fall of 1964 but there was a data-processing problems in meshing the temporary ID numbers assigned to the February tests with the temporary ID numbers assigned to the June tests. This problem has now been solved so that the February and June test scores are grouped according to a single ID number. The data analysis to investigate the impact of the Year I program is now underway and the results should be forthcoming by the first of May.

9. The June, 1964 California tests will serve as the pre-test scores for the 1964-1965 phase of the program. Plans to test the feeder schools for the junior high schools in June for anticipated enrollment in September were not adequate. Thus, in two of the junior high schools the entire seventh grade was tested in September.
In June, 1965 all the elementary and junior high experimental and control schools will be post-tested on the California tests. A proposal has been submitted to the Boston Public School Department to request that the tests be administered by the Boston Public School teachers in the classroom with ABCD playing whatever assisting roles as are necessary to the end of administering and scoring the tests. The reasons for this suggested program are described below.

10. In February of 1964 we tested children in the reading program's elementary and junior high experimental and control schools in Grades 5 through 7. This meant administering the test in 23 schools to 123 classes with a population of 2,947 children. In May of 1964 the above schedule was expanded to included the anticipated increase in grade coverage of the reading program (Grade 4 and 8 to be added in September) as well as the pre-testing requested for the summer school population. Thus we adminsitered the tests in 31 schools to 209 classes with a population of 5,467 children. As can be seen the population almost doubled between the two testing sessions.

In June of 1965 there will be another increase due to the following:

1. An increase in the range of grades eligible for the summer programs
2. The introduction of the tutoring program
3. The inclusion of Grade 8 in the post-testing for the reading program, and
4. The testing of the 6th grades which feed into the junior high schools to anticipate the September 7th grade population.

It is difficult to estimate precisely the amount of increase but an addition of 150 classrooms may be conservative. If this figure is multiplied by an average classroom size of 30, we will be testing 4,500 more children in June of 1965 plus the 5,500 from June of 1964 for a total of 10,000 children.

In this proposed joint testing program the following functions would be performed by ABCD:

1. Provision and distribution of:
   a. Test booklets - CRA and CMMT
   b. Answer sheets
   c. Manual of instructions
   d. Class enrollment lists (to be filled in by the teacher)
2. Collection and scoring of the tests
3. Reporting scores to schools in September '65

The School Department would be responsible for administering the tests to all children in Grades 3 - 9 in the districts and schools specified by the program-research designs.

PROBLEMS AND PLANS

In order to assure proper implementation and evaluation of the program, the following steps are necessary:

1. ABCD should begin regularly scheduled monitoring of the program in April.
2. The in-service training for consultants as described above should move forward rapidly.
3. The function of the consultant and the use of his time will be re-examined in the training program so that more emphasis can be placed on his consulting rather than on his teaching duties.
4. More emphasis should be placed on the creative use of materials, and less emphasis on machines and middleclass oriented materials. This will be handled in the improved in-service training program.
5. Because large numbers of students are reading below grade level (in some schools 80-90%), more emphasis should be placed on remedial measures within the framework of the of the existing program. This, too, will be discussed and planned for in the in-service training program.